

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Willard School

District: Sanford School Department

Code: 1148-1381



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				147	23	16	85	58	34	23	5	3	647	219	16	57	22	5	647	13,416	12	59	21	8	646
MATH				147	34	23	67	46	34	23	12	8	645	219	20	41	26	13	643	13,427	20	44	18	19	643
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

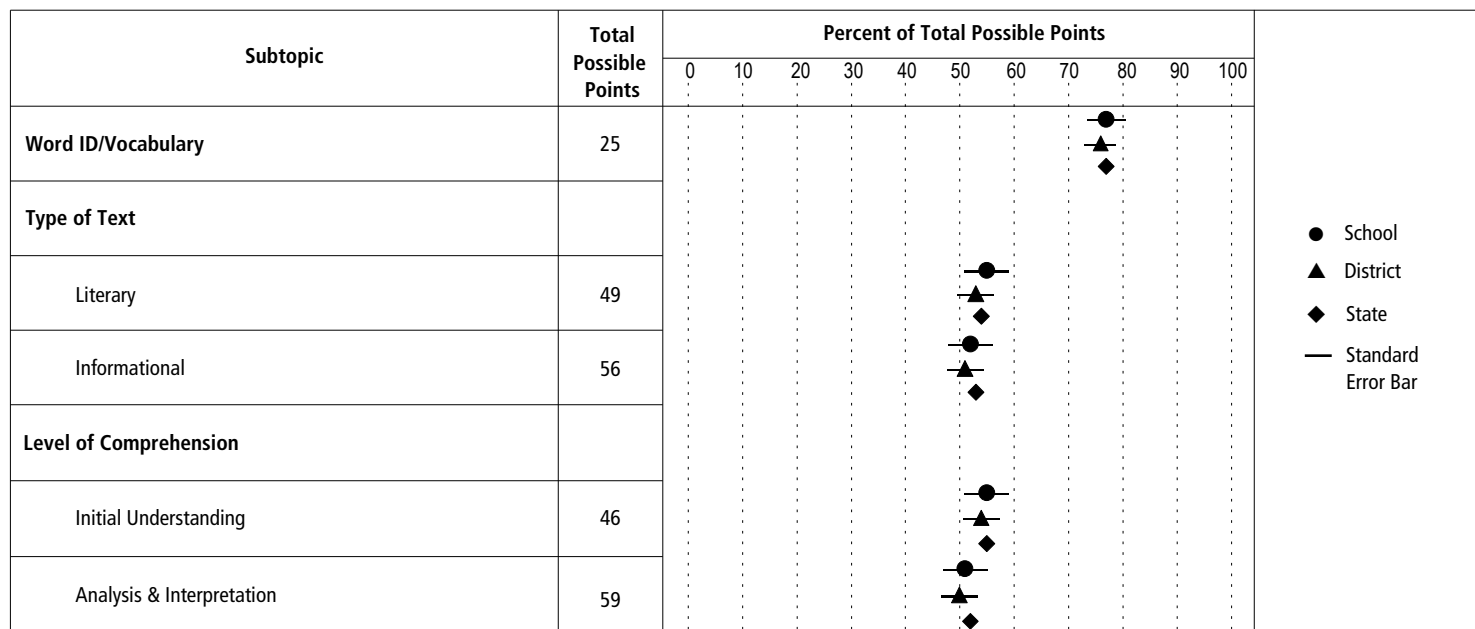
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				140	30	21	75	54	27	19	8	6	648
2011-12				137	29	21	80	58	25	18	3	2	649
2012-13				147	23	16	85	58	34	23	5	3	647
Cumulative Total				424	82	19	240	57	86	20	16	4	648
District													
2010-11				215	38	18	124	58	41	19	12	6	647
2011-12				193	42	22	108	56	37	19	6	3	648
2012-13				219	34	16	124	57	49	22	12	5	647
Cumulative Total				627	114	18	356	57	127	20	30	5	647
State													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13				13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				147	23	16	85	58	34	23	5	3	647	219	16	57	22	5	647	13,416	12	59	21	8	646
Gender																									
Male				78	10	13	50	64	14	18	4	5	647	111	11	60	21	8	645	6,929	7	58	25	10	644
Female				69	13	19	35	51	20	29	1	1	648	108	20	53	24	3	649	6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										7						240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						116	2	53	33	13	640
Asian				10	3	30	6	60	1	10	0	0	652	12	25	67	8	0	652	239	16	55	20	8	647
Black or African American				4										4						378	3	38	33	26	637
Native Hawaiian or Pacific Islander				0										0						13	23	46	23	8	648
White				127	19	15	73	57	31	24	4	3	647	191	15	57	23	5	647	12,234	12	60	20	7	646
Two or more races				3										4						196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				12	3	25	6	50	3	25	0	0	648	15	20	53	27	0	647	399	2	32	37	29	634
Former LEP student - monitoring year 1				0										0						38	11	71	16	3	649
Former LEP student - monitoring year 2				0										0						23	22	70	9	0	653
All Other Students				135	20	15	79	59	31	23	5	4	647	204	15	57	22	6	647	12,956	12	60	21	7	646
IEP																									
Students with an IEP				25	0	0	8	32	13	52	4	16	636	44	0	39	41	20	635	2,173	1	25	42	32	633
All Other Students				122	23	19	77	63	21	17	1	1	650	175	19	61	18	2	650	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				105	14	13	59	56	28	27	4	4	646	153	10	56	26	7	645	6,556	6	53	28	12	642
All Other Students				42	9	21	26	62	6	14	1	2	651	66	27	58	14	2	652	6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				147	23	16	85	58	34	23	5	3	647	219	16	57	22	5	647	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				33	1	3	19	58	12	36	1	3	642	51	2	53	41	4	641	3,311	6	51	31	12	642
All Other Students				114	22	19	66	58	22	19	4	4	649	168	20	58	17	6	648	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				11	0	0	8	73	3	27	0	0	642	16	6	69	25	0	644	377	5	60	28	8	643
All Other Students				136	23	17	77	57	31	23	5	4	648	203	16	56	22	6	647	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

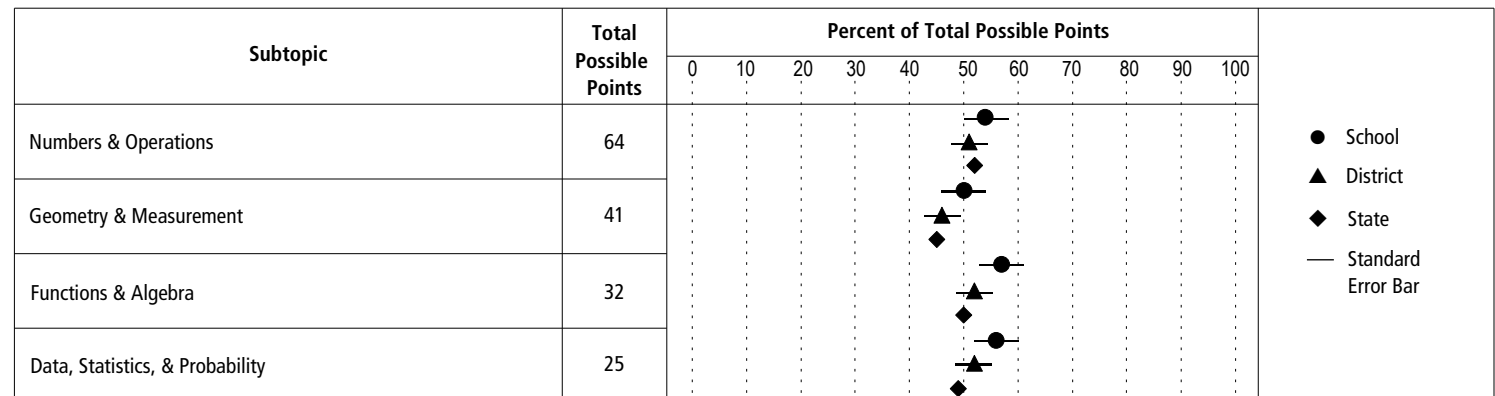
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				140	44	31	63	45	17	12	16	11	647
2011-12				138	30	22	69	50	23	17	16	12	646
2012-13				147	34	23	67	46	34	23	12	8	645
Cumulative Total				425	108	25	199	47	74	17	44	10	646
District													
2010-11				216	62	29	96	44	31	14	27	13	646
2011-12				194	42	22	96	49	34	18	22	11	646
2012-13				219	44	20	90	41	57	26	28	13	643
Cumulative Total				629	148	24	282	45	122	19	77	12	645
State													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13				13,427	2,656	20	5,923	44	2,362	18	2,486	19	643
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Willard School
 District: Sanford School Department
 State: Maine
 Code: 1148-1381

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				147	34	23	67	46	34	23	12	8	645	219	20	41	26	13	643	13,427	20	44	18	19	643
Gender																									
Male				78	22	28	36	46	15	19	5	6	646	111	23	40	27	11	644	6,937	20	43	18	19	643
Female				69	12	17	31	45	19	28	7	10	643	108	18	43	25	15	642	6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				2										7						242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				1										1						116	11	41	19	29	639
Asian				10	5	50	3	30	2	20	0	0	651	12	42	25	33	0	649	242	28	40	15	17	645
Black or African American				4										4						386	4	25	24	47	632
Native Hawaiian or Pacific Islander				0										0						13	46	31	0	23	646
White				127	27	21	62	49	29	23	9	7	645	191	19	43	25	12	643	12,232	20	45	17	17	643
Two or more races				3										4						196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				12	4	33	4	33	3	25	1	8	644	15	27	27	40	7	643	415	5	23	22	50	631
Former LEP student - monitoring year 1				0										0						38	24	58	13	5	647
Former LEP student - monitoring year 2				0										0						23	48	43	0	9	651
All Other Students				135	30	22	63	47	31	23	11	8	645	204	20	42	25	13	643	12,951	20	45	17	18	643
IEP																									
Students with an IEP				25	1	4	6	24	10	40	8	32	631	44	2	16	39	43	630	2,171	3	18	22	58	630
All Other Students				122	33	27	61	50	24	20	4	3	647	175	25	47	23	5	646	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				105	14	13	52	50	28	27	11	10	642	153	10	43	30	16	640	6,568	11	40	22	28	639
All Other Students				42	20	48	15	36	6	14	1	2	650	66	42	36	17	5	649	6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				147	34	23	67	46	34	23	12	8	645	219	20	41	26	13	643	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				33	0	0	17	52	12	36	4	12	639	51	0	47	35	18	638	3,319	9	38	25	29	638
All Other Students				114	34	30	50	44	22	19	8	7	646	168	26	39	23	11	644	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				11	1	9	5	45	5	45	0	0	641	16	13	31	56	0	642	377	13	45	25	17	641
All Other Students				136	33	24	62	46	29	21	12	9	645	203	21	42	24	14	643	13,050	20	44	17	19	643

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